

Sanitized - Approved For Release : CIA-RDP75-00149R000200460005-8

federal support is made available to the states will have a decisive impact on state educational policy. This is not the only way, or necessarily the best way, for the federal government to influence education, but it does emphasize the fact that the federal government can play a key role in matters which are legally controlled by the states.

Suppose that the federal government begins to provide part of the salary for 1,400,000 teachers. Suppose further that a sizable number of states continue to tolerate obviously inadequate requirements for a teaching certificate. If the federal government were to limit federal funds to teachers who meet certain requirements, the pressure in all states to accept these requirements would be irresistible.

The federal government should make every effort to avoid a coercive approach in its relations with the states. Experience in other fields indicates that much can be done to achieve nation-wide improvements in matters legally controlled by the states. But for this to happen, there must be effective national leadership, either in the federal government or in professional organizations, or both.

The Advisory Council of the Democratic National Committee has proposed that the President be required to make an Annual Report on Education to Congress which would be prepared with the help of a Council of Educational Advisers. Hearings on it would be conducted by a joint Congressional Committee on the President's Education Report. Here

is an excellent way to focus national attention on our major educational needs. It illustrates the kind of action Mr. Kennedy could take to stimulate state action on key educational problems.

Some of the most important problems requiring national leadership will not require official Presidential action, yet the President can play a decisive role in resolving them. This is particularly true when it comes to the issue of federal support for non-public schools, especially Catholic parochial schools. The President's task here is not so much to say in the first instance what should be the limits of such aid. It is to get key leaders together to resolve their differences as much as possible.

The analogy here is to a strike which threatens the national safety or welfare. The prestige of the Presidency is first used to bring the parties together to work out an agreement. The government may be forced eventually to prescribe the solution or to approve whatever agreement is reached, but it should do so only after making a strong effort to get the major power blocs to arrive at a consensus. As the federal government assumes a larger share of school costs, controversies relating to federal aid to non-public schools will increase. Now is the time to initiate fruitful informal discussions among key leadership groups. Otherwise, there is a danger that the issues will become dangerously disruptive.

The preceding discussion was based upon the belief that the U.S. Office of Education can and must

play a more dynamic role in the future. I do not say this by way of criticism of present or past commissioners. Rather, my belief is that times have changed and that the U.S. Office of Education must reflect this fact. It must be more than a fact-gathering and fund-distributing agency. It must have the personnel and resources to identify basic educational problems, regardless of area, to conduct research on these problems, and to mobilize whatever forces are needed to resolve them. I would be the first to concede that USOE does this now to some extent. Nevertheless, it is not an important source of educational leadership at the present time. One of the first tasks of the Kennedy Administration will be to remedy this situation.

Finally, the incoming Administration must realize the dimension of its educational agenda. Its problem is not merely to raise teachers' salaries, but to change the institutional structure by which we decide how much to pay teachers. It must recognize that the main issue in certification is not whether to add or delete a few courses, but how to modernize the certification structure over the country as a whole. In short, the basic educational task of the Kennedy Administration is to reform the decision-making structure of education at certain key points. If there is acceptance of this concept, instead of a sincere but misguided effort to solve old problems within an outmoded legal and administrative framework, there will be no limits on what President Kennedy can do in this vital area.

STATINTL

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GUATEMALA'S SECRET AIRSTRIP . . by Don Dwiggins

HAS THE U.S. Central Intelligence Agency (CIA) financed construction of a giant new air base in Guatemala to supply anti-Castro forces with a base of operations against Cuba?

To find the answer, I flew down to Guatemala City shortly before Christmas, in a deceptively serene non-stop jet flight, five hours from Los Angeles by Pan American's new January 7, 1961

DC-8 run. Toward the end of the flight, one looks down from the window of the jet, past its raked wing, upon a peaceful panorama of breathtaking beauty that obscures the feverish activity going on in the tropic coastal jungles 30,000 feet below. In the distance, one sees past the Sierra Madres, beyond the Continental Divide, where warm Caribbean

waters meet Guatemala at Puerto Barrios, presently a seaport of great significance.

Pacific coastal fog obscured what I was looking for — a secret jet airstrip hacked from the jungles somewhere in the department of Ret-

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